# MARITIME ENGLISH MODULE DESCRIPTION

The main focus of the maritime English module is to provide students with sufficient language skills to ensure their own and passenger safety on ships. This is achieved by the careful implementation of internationally accepted maritime English standard communication terminology and phrases. The second focus of the module is the acquisition of the navigation charts and careful analysis of weather conditions.

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| **Title of the module** | English for navigation officers |
| **Module developer** | Zurab Bezhanovi, Batumi State Maritime Academy |
| **Credits awarded** | 5 ECTS |
| **Number of lecture hours** | 0 |
| **Number of seminar hours** | 60 |
| **Entry requirements** | Intermediate English |
| **Module objectives** | The aim of the module is to teach the marine terminology necessary for the fulfilment of deck department functions, and to develop:   * reading skills, the ability to interpret nautical charts and related publications * routine and emergency oral communication skills with crew members, other ships, coast stations and vessel traffic service (VTS) centres using the IMO Standard Marine Communication Phrases (IMO SMCP) * reading and listening skills, and to interpret meteorological information and messages concerning a ship’s safety and operation * reading comprehension skills, and the ability to make short oral and written conclusions on real sea accident cases. |
| **Learning outcomes (knowledge, skills, Bloom's taxonomy, and competences)** | **Knowledge**  Students can:   * Interpret terminology and content of nautical charts and related publications. * Interpret terminology, procedures and content of routine and emergency oral communication with crew members, other ships, coast stations and VTS centres using the IMO SMCP. * Interpret terminology and the content of meteorological information and messages concerning ship’s safety and operation. * Interpret terminology and the content of real sea accident cases.   **Skills**  Students can:   * Orally represent the content of nautical charts and related publications. * Establish clear routine and emergency oral communication with crew members, other ships, coast stations and VTS centres using the IMO SMCP. * Orally represent the content of meteorological information and messages concerning the ship’s safety and operation. * Make oral and written conclusions on real sea accident cases. |
| **Requirements for awarding credits** | Assessment of the student’s academic performance is implemented through a 100-point scale grading system, which incorporates the mid-term and final components.  Mid-term assessment is formed from summing up the results of the teacher-assessed components and computer-based test.  Teacher-assessed components are implemented three times during the semester (the fifth, 11th and 15th week of studies) in accordance with the scheme presented below.  *Teacher-assessed component*  Skills assessed: listening and speaking.  Maximum score: 15 points.  15 IMO SMCPs-based oral answers to 15 listened (covered-content based) phrases of routine and emergency oral communication with crew members, other ships, coast stations and VTS centres. |
| **Compulsory reading list** | 1. Van Kluijven P.C. The International Language Programme, 2003, The Netherlands, Alk&Heijnen Publishers 2. Z. Bezhanovi, “English for Navigation Skills: A Guide to the IALA MBS”, 2013, Tbilisi, Universali 3. U.S. Chart No. 1 Symbols, Abbreviations and Terms used on Paper and Electronic Navigational Charts, 2019, Department of Commerce, National Oceanic and Atmospheric Administration, Department of Defense National Geospatial-Intelligence Agency 4. Grounding of Commercial Fishing Vessel SeaHawk No. 68, National Transportation Safety Board,<https://www.ntsb.gov/investigations/AccidentReports/Reports/MAB1602.pdf> 5. Grice T., English for the Maritime Industry – A Language Module Book for Seafarers 6. IMO Standard Marine Communication Phrases, 2002 SMCP with pronunciation guide, London, IMO 7. The IMO Lessons learned <https://www.imo.org/en/OurWork/IIIS/Pages/Lessons-Learned.asp> 8. MARINE ACCIDENT INVESTIGATION 2011, Japan Transport Safety Board REPORT, https://www.mlit.go.jp/jtsb/eng-mar\_report/2011/2008tk0008e.pdf |
| **Online sources and periodicals** | 1. MarEng Learning Tool , https://blogit.utu.fi/mareng/mareng/  2. PraC-MARENG module, <https://www.prac-mareng.com/#services>  3. Seatalk project www.seatalkpro |
| **Teaching/learning approaches, methods and forms** | Content-based instruction and task-based learning, communicative approach, pair and group work, role play, discussion, brainstorming, text skimming and scanning, case analysis and discussion. |

## Maritime English module plan

The Maritime English module plan provides a step by step plan of how to use the teaching materials in the class, to integrate language learning with the acquisition of maritime navigation principles and communication skills.

*Table 5: Marine English module plan*

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| **Week** | **Module content** | **Hours** | **Ref. #** |
| 1 | **Presentation of the module aims, outcomes and assessment.**  **An introduction to the use of the IMO Standard Marine Communication Phrases (SMCP)** Organisation, basic communicative features, typographical conventions, and the position of the IMO SMCP in maritime practice, education and training.  **Use of General procedures of the IMO SMCP** Application of message markers | 3 | (#6, pp. 1-9; pp. 45-46) |
| **Case discussion:**  MA2011-6 marine accident investigation report.  Japan Transport Safety Board Vessel type and name: Container ship, Carina Star. | 1 | (#8) |
| 2 | **Development of routine communication skills with VTS centres**   * VTS standard phrases * Phrases for acquiring and providing data for a traffic image * Phrases for providing VTS services * Navigational assistance service * Traffic organisation service * Handing over to another VTS | 3 | (#6, pp. 47-50; pp. 51-58) |
| **Case discussion:**  IMO lessons learned: collision (FSI 18).  Collision between vessels at pilot station. | 1 | (#7) |
| 3 | **Development of routine VHF communication skills with other ships, pilot stations and VTS centres**   * Safety communications * Pilotage * Phrases for communication with emergency services and allied services * On-board communication phrases * Phrases for providing VTS services | 3 | (#6, pp. 40-41; pp. 54-55; pp. 64-69) |
| **Case discussion:**  IMO lessons learned: capsizing and sinking (FSI 19).  Very serious casualty: sinking of a fishing vessel caused by failure of the shipside connection of the fish chute. | 1 | (#7) |
| 4 | **Development of emergency and distress communication skills using standard GMDSS messages**   * Standard GMDSS messages * External communication phrases * Distress traffic and distress communications, phrases for communication with emergency services and allied services | 3 | (#6, pp. 25-28; pp. 59-60) |
| **Case discussion:**  IMO lessons learned: listing and sinking (FSI 19)  Very serious casualty: listing due to heavy weather, loss of steering capability and sinking of an anchor handling tug leading to the death of one crew member. | 1 | (#7) |
| 5 | **Development of emergency communication skills for Search and Rescue operations, and urgency and safety cases**   * Search and Rescue communication * Requesting medical assistance * Search and rescue on-board activities · * Urgency traffic * Cargo * Ice damage * Safety communications * Navigational warnings * Environmental protection communications | 3 | (#6, pp. 29-32; p. 33; pp. 36-39; 101-105) |
| **Case discussion:** IMO lessons learned: collision (FSI 16).  Communication mistakes. | 1 | (#7) |
| 6 | **Introduction to English for chart and nautical publications reading**   * Buoyage * An introduction to the IALA MBS * Types and recognisable elements of the IALA MBS marks * Shape identification of the IALA MBS marks * Light types and features * Chart title, explanatory notes and warning reading | 4 | (#1, pp. 227-240);  (#2, p. 5; p. 15; p.17; p. 21)  (#3, pp. 7-10) |
| 7 | **Practice of English terms, symbols, and abbreviations used for the lateral and cardinal marks description**   * The Lateral Marks, Region A: features and function * The Lateral Marks, Region B: features and function * The Cardinal Marks: features and function | 4 | (#2, p. 31; p. 38; p. 46) |
| 8 | **Practice of English terms, symbols and abbreviations used for the isolated danger, EWMB, safe water and special marks description**   * The Isolated Danger Mark: features and function * New Danger Marking: types, features and function * The Safe Water Marks: features and function * The Special Marks: features and function. | 4 | (#2, p. 55; p. 57; p. 59; p. 61) |
| 9 | **Practice of English terms, symbols, and abbreviations used for lights description**   * An Illustrated Description of Major, Minor and Sector Lights * An Illustrated Description of Lights Marking Fairways | 3 | (#2, p. 69, p. 74) |
| **Case discussion:**  National Transportation Safety Board Marine Accident: brief grounding of commercial fishing vessel SeaHawk, No. 68 (4) | 1 | (#7) |
| 10 | **Practice of chart and nautical publications reading**   * Nautical charts * Navigation * Pilot reading" | 4 | (#5, pp. 19-24; pp. 25-30)  (#1, pp. 267-308) |
| 11 | **Terms, symbols and abbreviations for meteorological information acquisition**   * The weather: meteorological elements: temperature, humidity, cloudiness, fog, precipitation, wind * Weather forecast * Ship motions * Beaufort wind scale * Tropical cyclones, sea state, ice, tides | 4 | (#1, pp. 311-316) |
| 12 | **Meteorology glossary development**   * Meteorology | 4 | (#5, pp 43-48) |
| 13 | **Meteorology related communication skills development**   * Meteorological and hydrological conditions: winds, storms, tropical storms, sea state, restricted visibility, ice, abnormal tides | 3 | (#6, pp. 34-36) |
| **Case discussion:**  IMO lessons learned.  Failure of hatch covers causes loss of a ship. | 1 | (#7) |
| 14 | **Meteorology related communication skills development**   * Hydrographic information, meteorological warnings, meteorological information, meteorological questions and answers, briefing on meteorological conditions | 3 | (#6, pp. 49; pp. 50-51; p. 75) |
| **Case discussion** IMO lessons learned: grounding (FSI 18).  Grounding caused by heavy weather. | 1 | (#7) |
| 15 | **Case discussion:** IMO lessons learned: serious injury (FSI 20).  Serious casualty: crew members injured while working on forecastle.  **Case discussion**:  IMO lessons learned: fatality and injury (FSI 19).  Very serious casualty: fatality and injury caused by excessive rolling of a large container ship during a typhoon.  **Module conclusion** | 4 | (#7) |

## Assessment criteria

The assessment criteria for the maritime English module are also based on the international maritime English standards, and assesses the knowledge and skills to be a responsible participant in international maritime communication.

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| Assessment criteria | **Assessment criteria:**  Mid-term assessment (based on multiple choice questions): 30 points.  Individual project: 30 points.  Final assessment (combined written/oral): 40 points.   * Five points: presentation content is fully represented, stylistically and grammatically correct, terminology is correct, time limit is observed; contact with the audience is established. * Four points: presentation content is mainly represented, style and grammar is mainly correct, terminology is mainly correct, time limit is observed, contact with the audience is established. * Three points: presentation content is generally represented, style and grammar is generally correct, terminology is generally correct, time limit is insignificantly broken, contact with the audience is established. * Two points: presentation content is fragmentarily represented, mechanical errors to style and grammar, terminology contains mechanical errors, time limit is broken, contact with the audience is fragmentarily established. * One point: presentation is attempted. * Zero points: no presentation attempted.   Computer-based test  Skills assessed: marine terminology interpretation.  Computer-based test is implemented by the assessment centre; test card contains 30 closed questions based on the data covered in the module. Each question has four possible answers, only one of which is correct.   |  |  |  | | --- | --- | --- | | Final assessment score | Final assessment (verbal) | Grade | | 91-100 | Excellent | A | | 81-90 | Very good | B | | 71-80 | Good | C | | 61-70 | Satisfactory | D | | 51-60 | Enough | E | | 41-50 | Unsatisfactory, the student is given one opportunity to retake the exam | FX | | 0-40 | Failure, in order to receive credit student must study module again | F | |